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ABSTRACT

This report presents information on limited English proficient (LEP) students, staff, and programs in Delaware schools during the 1999-2000 school year. It focuses on data collected from a spring 2000 survey distributed to the district LEP contact person in each of Delaware's school districts and charter schools. Results indicated an increase of 0.3 percent in the enrollment of LEP students. The new LEP students were entering at the early years. Spanish was the most frequently reported language spoken by LEP students. A total of 14 percent of districts indicated that instruction incorporated students' native languages. Overall, 11 percent of LEP students were reclassified as non-LEP during the 1999-00 school year, as opposed to 21 percent during the previous school year. There were 37 certified English-as-a-Second-Language (ESL) teachers in Delaware districts, all assigned to teach LEP students, and there were 26 certified bilingual teachers, 25 of whom were assigned to teach LEP students. A total of 145 teachers received inservice or preservice training specific to ESL or bilingual education. The two appendixes include a survey of state's LEP students and available education programs and services and other languages spoken by LEP students, 1999-2000. (SM)

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1999-2000

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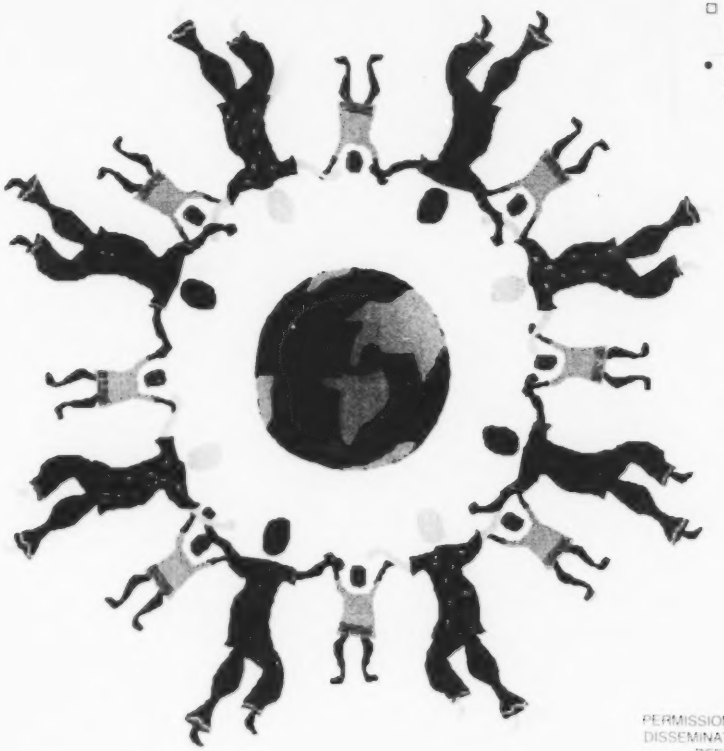

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Annual Report of Delaware's Limited English Proficient (LEP) Students, Staff, and Programs

Delaware Department of Education

1999-2000

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Annual Report of Delaware's Limited English Proficient (LEP) Students, Staff, and Programs
Delaware Department of Education
1999-2000

This report presents information on Limited English Proficient (LEP) students, staff, and programs in Delaware schools during the 1999–2000 school year. LEP students are identified through a Home Language Survey and an English proficiency assessment as having difficulty speaking, reading, writing, and/or understanding the English language. The focus of this report is on data collected from an annual survey conducted in the spring of 2000.

The following sections of the report describe the purpose, design, and guiding questions of the report; the Delaware student population; findings; conclusions; and some implications and recommendations based on these findings.

Report Purpose, Design, and Guiding Questions

This section of the report briefly describes the purpose of the report, the design, and the guiding questions that structure the report.

Purpose

The purpose of this annual report of limited English proficient (LEP) students, staff, and programs is three-fold. First, documentation, analysis, and reporting of LEP students, staff, and programs is required by state and federal regulations. Second, these findings inform the Delaware constituency on demographics and instruction provided to LEP students. And third, the report will provide districts and schools with information to support their planning and ongoing decision-making on issues related to LEP students, thus enabling them to be proactive in meeting these students' needs and providing them with the opportunity to learn successfully in classrooms where instruction is in English.

An LEP student, as defined by the U. S. Department of Education, Office of Bilingual Education and Minority Language Affairs, is:

A. an individual who:

1) was not born in the United States or whose native language is a language other than English, and comes from an environment where a language other than English is dominant; or

2) is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or

3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B. an individual who:

1) has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Design

The Education Specialist for ESL/Bilingual/Migrant Programs distributed a survey to the District LEP Contact Person in each of Delaware's school districts and charter schools. The surveys were to be returned to the Department of Education in the spring of 2000 (see the Appendix for a copy of the survey). The survey items, taken from the U. S. Department of Education's survey, included 4 charts requesting specific counts of LEP students by various categories, and 4 questions requesting counts related to teachers' certification. Frequencies were calculated for each item and, to the extent possible, data were compared to those of 1998–1999 school year. Surveys were returned by 19 school districts and 3 charter schools. Although 3 out of 4 Charter schools returned the survey, Charter school responses are not included in this report. Consistent with previous years, those responding indicated that they did not serve LEP students.

Guiding Questions

Six questions were developed to structure the report. Questions 1 and 2 addressed LEP students:

1. Was there a change in the reported number of LEP students being served by Delaware school districts and counties from 1998–1999 to 1999–2000?

2. What are the characteristics of the LEP students being served in Delaware school districts (i.e., grade levels, languages spoken) and how do they compare to last year?

Question 3 addresses LEP student instruction:

3. What type of instruction did LEP students receive? Specifically, did it incorporate students' native language?

Questions 4 and 5 address reclassification, an outcome of LEP programs:

4. Was there a change in the reported number of LEP students being reclassified as non-LEP during the 1999–2000 school year, as compared to the 1998–1999 school year?

Questions 5 and 6 address teacher qualifications:

5. Did the school districts have and use ESL and/or bilingual certified teachers to instruct LEP students?

6. Were teachers provided with inservice or pre-service training specific to ESL or bilingual education?

The 1999–2000 Delaware Student Population

The following section of the report disaggregates Delaware student enrollment by grade, by county, and by race/ethnicity. The Delaware student enrollment, including both regular and special education students for 1999–2000 was as follows:

Grades	% of Enrollment	(no. of students)
Pre-K & K	7.3%	(8,253)
1–3	24.0%	(27,304)
4–8	39.3%	(44,605)
9–12	29.4%	(33,436)
TOTAL	**100%**	**(113,598)**

The Delaware student enrollment by county for 1999–2000 was as follows:

County	# Districts	% of Enrollment (no. of students)	
New Castle	6	58%	(66,235)
Kent	6	22%	(24,731)
Sussex	7	19%	(21,432)
Charter	4	1%	(1,200)
TOTAL	**23**	**100%**	**(113,598)**

The Delaware student enrollment by race/ethnicity for 1999–2000 was as follows:

Race/Ethnicity	% of Students (no. of students)	
American Indian	0.2%	(250)
Asian American	2.1%	(2426)
Hispanic	5.4%	(6,140)
African American	30.6%	(34,744)
Caucasian	61.7%	(70,038)
TOTAL	**100%**	**(113,598)**

Findings

The findings presented in this section relate to each of the six questions developed to structure the report.

Question 1: Was there a change in the reported number of LEP students being served by Delaware school districts and counties from 1998–1999 to 1999–2000?

Table 1 presents the reported number of LEP students enrolled and being served during the 1998–1999 and 1999–2000 school years; the change in the numbers enrolled and served; and the number and percent of LEP enrollment not served. As indicated in Table 1:

- Overall, there were 2,284 LEP students reported being enrolled in Delaware school districts in 1999–2000. This reflects an increase of 315 students or .2% from 1.8% to 2.0%.

- 100% of the 1999–2000 LEP enrollment was reported being served, as opposed to 94.6% of the 1998–1999 LEP enrollment (107 LEP students were enrolled but not served).

Table 1. Reported number of LEP students enrolled in and served by Delaware Districts for 1998–1999 and 1999–2000.

LEP Students	1998–1999	1999–2000	Change +/–
Number Enrolled (%*)	1969 (1.8%)	2284 (2.0%)	+315 (+.2%)
Number Served (%*)	1862 (1.7%)	2284 (2.0%)	+422 (+.3%)
Number (% of LEP enrollment) Not Served	107 (5.4%)	0 (0%)	–107 (–5.4%)

* based on 98–99 population of 112,090 and 99–00 population of 113,598

Table 2 summarizes the number of LEP students in 1998–1999 and 1999–2000 by district and county, along with the change from 1998–1999 to 1999–2000. As the table illustrates:

- New Castle County, with 58% of the state's enrollment, reported 1,477 LEP students or 65% of all reported LEP students. Overall, 4 out of 6 districts reported increases in the number of LEP students, one district reported a decrease, and one district continued to report not having LEP students enrolled (NCC VoTech). District changes in New Castle County ranged from +312 LEP students in Christina School District to –161 LEP students in Red Clay School District. This pattern reflects the return of LEP students to Christina School District who previously received instruction in the Red Clay School District.

- Kent County, with 22% of the state's enrollment, reported 275 LEP students or 12% of all reported LEP students. Overall, 2 out of 6 districts reported increases in the number of LEP students and 4 districts reported decreases. District changes in Kent County ranged from +42 LEP students in Milford School District to –5 LEP students in Capital School District.

- Sussex County, with 19% of the state's enrollment, reported 532 LEP students or 23% of all reported LEP students. Overall, 5 out of 7 districts reported increases in the number of LEP students, and 2 districts reported decreases. District changes in Kent County ranged from +81 LEP students in Indian River School District to –53 LEP students in Seaford School District.

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Table 2. Number (and %) of LEP students, by District and County, 1998–1999 and 1999-2000.

District	No.(%) of LEP Students 1998–1999	1999–2000	98/99 – 99/00 Change +/-
New Castle County			
Appoquinimink	5	26	+21
Brandywine	133	157	+24
Christina	107	419	+312
Colonial	69	192	+123
NCC VoTech (no data reported)	0	0	0
Red Clay	844	683	-161
Total New Castle County	1158	1477	+319
Kent County			
Caesar Rodney	47	46	-1
Capital	88	83	-5
Polytech	10	6	-4
Lake Forest	19	26	+7
Milford	61	103	+42
Smyrna	14	11	-3
Total Kent County	239	275	+36
Sussex County			
Cape Henlopen	19	37	+18
Delmar	0	1	+1
Indian River	200	281	+81
Laurel	34	37	+3
Seaford	137	84	-53
Sussex Technical	2	0	-2
Woodbridge	73	92	+19
Total Sussex County	465	532	+67
TOTAL STATE	**1862 (1.7%)****	**2284 (2.0%)*****	**+422 (+.3%)**

* % of the county's school population
** based on a student population of 112,090
*** based on a student population of 113,598

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Question 2: What are the characteristics of the LEP students being served in Delaware school districts (i.e., grade levels, languages spoken), and how do they compare to last year?

Tables 3 and 4 summarize data on the characteristics of the LEP students reported being served in 1999–2000 and 1998–1999, and the change from year-to-year. The data in Table 3 on the grade levels of the LEP students show:

- In 1999–2000, the largest number of LEP students reported were enrolled in kindergarten (351), followed by grade 1 (333), grade 2 (235), and grade 3 (203).
- In 1999–2000, pre-kindergarten reported the smallest number of LEP students (23), followed by grade 12 (49), and grade 11 (67).
- All grade levels except for grades 10 and 12 reported increases in the number of LEP students from 1998–1999 to 1999–2000. The grade levels with the largest increase were kindergarten (+128), grade 1 (+98), and grade 2 (+46).

Table 3. Number of LEP students by grade for 1998–1999 and 1999-2000.

Grade	Number of LEP Students 1998–1999	1999–2000	98/99 – 99/00 Change +/-
Pre-K	3	23	+20
K	223	351	+128
1	235	333	+98
2	189	235	+46
3	175	203	+28
4	161	184	+23
5	133	163	+30
6	119	121	+2
7	121	155	+34
8	122	132	+10
9	133	159	+26
10	122	109	-13
11	65	67	+2
12	61	49	-12
TOTAL	1862*	2284	+422

* number students served

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- Two grade levels reported decreases in the number of LEP students from 1998–1999 to 1999–2000 – grade 10 (–13) and grade 12 (–12).

Table 4 summarizes the reported frequency of the various languages spoken by LEP students (in the federally required categories); exact frequencies are listed in parentheses for each language. Languages spoken that are not in these required categories are included in "other" (see Appendix for a list of the 70 "other" languages; counts are not available). As shown in Table 4:

- Spanish was the most frequently reported language spoken by LEP students (1656).
- The next most frequently reported languages spoken by LEP students were categorized as "other" (315), Creole (118), and Korean (88).
- For 9 separate native languages, fewer than 40 students were reported.

Table 4. Frequency of reported languages spoken by LEP students for 1999–2000.

Languages Spoken (reported number of LEP students)
Spanish (1656)
Other (315)
Creole (118)
Korean (88)
Arabic (32)
Cantonese (27)
Vietnamese (21)
Russian (14)
Japanese (4)
Tagalog (3)
Portuguese (3)
Cambodian (2)
Laotian (1)

Question 3. What type of instruction did LEP students receive? Specifically, did it incorporate students' native language?

On the survey, districts were asked if instruction provided to LEP students incorporated the students' native language. Responses are summarized in Table 5. Previous year's surveys reported alternate types of instruction that cannot be compared to 99-00 data. As shown below:

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- In 1999–2000, 14% of the districts responding indicated that instruction incorporated students' native languages.
- In 1999–2000, the grade levels with instruction most incorporated into students' native languages were, grade 1 (39%), grade 5 (19%), and kindergarten (18%).
- In 1999–2000, 86% of the districts responding indicated that instruction did not incorporate students' native languages.

Table 5. Instruction incorporating students' native language by grade for 1999–2000.

Grade	Instruction incorporates students' native language 1999-2000
PK	0
K	62 (18%)
1	131 39%)
2	29 (2%)
3	31 (15%)
4	20 (11%)
5	31 (19%)
6	16 (13%)
7	0
8	0
9	0
10	0
11	0
12	0
TOTAL (instruction incorporates native language)	320 (14%)
TOTAL (instruction does not incorporate native language)	1964 (86%)

Question 4. Was there a change in the reported number of LEP students being reclassified as non-LEP during the 1999–2000 school year when compared to the 1998–1999 school year?

On the survey, districts were asked the number of LEP students reclassified as non-LEP at some point during the 1999–2000 school year. Responses to the survey item are summarized in Table 6 by grade level and comparisons are made to 1998–1999 data. As shown in Table 6 below:

- Overall, 241 LEP students or 11% were reclassified as non-LEP during the 1999–2000 school year, as opposed to 390 LEP students

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or 21% in 1998–1999. Grade 6 (20%) had the largest number of LEP students reclassified, followed by grade 4 (14%).

- With the exception of pre-kindergarten, which had a 13% increase, districts reported that all grades had decreases in the number of LEP students reclassified as non-LEP, ranging from –24% at grade 5 to –1% at grades 6 and 12.

Table 6. Number of LEP students reclassified as non-LEP during the 1998–1999 and 1999–2000 school years.

Grade	LEP students reclassified 1998–1999	1999–2000	Change +/–
PK	0 (0%)	3 (13%)	13%
K	31 (14%)	43 (12%)	–2%
1	54 (23%)	40 (12%)	–11%
2	45 (24%)	21 (9%)	–15%
3	39 (22%)	12 (6%)	–16%
4	46 (29%)	25 (14%)	–15%
5	44 (33%)	15 (9%)	–24%
6	25 (21%)	24 (20%)	–1%
7	19 (16%)	12 (8%)	–7%
8	25 (20%)	13 (10%)	–12%
9	20 (15%)	14 (9%)	–6%
10	24 (20%)	9 (8%)	–15%
11	15 (23%)	8 (12%)	–11%
12	3 (5%)	2 (4%)	–1%
TOTAL	390 (21%)*	241 (11%)**	–10%

* based on an LEP population of 1862

** based on an LEP population of 2284

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A variety of methods and tests were used as a basis for reclassifying LEP students as non-LEP during the 1999–2000 school year. The methods and the grade levels for which they were reported were as follows:

- teacher interview – (all grades, pre-K–12)
- teacher observation – (grades pre-K–4, 6)
- teacher recommendation – (grades 5, 8)
- informal assessment – (grades 2–7)
- parent information (interview/survey) – (grades K, 4, 5, 10)
- student grades – (grades 1–6, 8–12)

In addition to data provided by the above methods, data were also collected on students' English proficiency. The standardized English proficiency assessments administered to LEP students for reclassification purposes were reported as follows:

- Pre-LAS (Language Assessment Scales) – (administered to grades K, 1)
- LAS (Language Assessment Scales) – (administered to grades 2–12)
- IDEA (administered to grades 5, 7, 8, 9)

Question 5. Did the school districts have and use ESL and/or bilingual certified teachers to instruct LEP students?

The number of certified ESL teachers and certified bilingual teachers by district and county reported for 1999–2000 is summarized in Table 7. The table also includes the number of ESL or bilingual certified teachers assigned to teach LEP students. The number of LEP students in each district and county is included for reference. As the data in the table show:

- Overall, there were 37 certified ESL teachers, all assigned to teach LEP students; and there were 26 certified bilingual teachers, 25 of whom were assigned to teach LEP students.

- New Castle County, with 65% of the LEP population, reported having the largest number of certified ESL teachers (15) and certified bilingual teachers (25). Most of these teachers were in Red Clay School District (23) and Christina School District (12); all 40 teachers were assigned to teach LEP students.

- Sussex County, with 23% of the LEP population, reported having the second largest number of certified ESL teachers (14) and certified bilingual teachers (1). Most of these teachers were in Indian River School District (9); all 15 teachers were assigned to teach LEP students.

- Kent County, with 12% of the LEP population, reported having the smallest number of certified ESL teachers (8) and no certified bilingual teachers; 7 of the 8 teachers were assigned to teach LEP students.

Question 6. Were teachers provided with inservice or pre-service training specific to ESL or bilingual education?

An item on the survey asked each district the number of teachers who were provided with inservice or pre-service training specific to ESL or bilingual education in 1998–1999. These responses are summarized in Table 8. The number of LEP students in each district and county is included for reference. As shown in the table:

- Overall, 145 teachers received inservice or pre-service training specific to ESL or bilingual education. Numbers range from 55 teachers trained in Milford School District to 0 teachers trained in Appoquinimink, Brandywine, Polytech, and Delmar school districts.

- New Castle County, with 65% of the LEP population, reported having the largest number of teachers trained (66). These teachers were in the Red Clay (30), Colonial (20), and Christina (16) school districts.

- Kent County, with 12% of the LEP population, reported having the next largest number of teachers trained (61). Most of these teachers were in the Milford School District (55).

- Sussex County, with 23% of the LEP population, reported having 18 teachers trained. Most of these teachers were in the Indian River (7) and Seaford (7) school districts.

- Overall, state average student to certified teacher ratio is 37 to 1. Student to certified teacher ratios vary greatly between districts ranging from 1 to 1 in Delmar School District to 192 to 1 in Colonial School District.

Table 7. Number of certified ESL teachers, certified bilingual teachers, and those assigned to teach LEP students by district and county for 1999–2000.

District	LEP students	Certified ESL teachers	Certified bilingual teachers	ESL or bilingual certified teachers assigned to teach LEP students	Student: Certified Teacher Ratio
New Castle County					
Appoquinimink	26	1	0	1	26:1
Brandywine	157	3	0	3	51:1
Christina	419	5	7	12	35:1
Colonial	192	1	0	1	192:1
NCC VoTech	0	0	0	0	N/A
Red Clay	683	5	18	23	30:1
Total New Castle County	1477 (65%)*	15	25	40	**37:1**
Kent County					
Caesar Rodney	46	2	0	2	23:1
Capital	83	2	0	2	41:1
Polytech	6	0	0	0	6:0
Lake Forest	26	0	0	0	26:0
Milford	103	3	0	2	51:1
Smyrna	11	1	0	1	11:1
Total Kent County	275 (12%)*	8	0	7	**39:1**
Sussex County					
Cape Henlopen	37	1	0	1	37:1
Delmar	1	0	1	1	1:1
Indian River	281	9	0	9	31:1
Laurel	37	1	0	1	37:1
Seaford	84	2	0	2	42:1
Sussex Technical	0	0	0	0	N/A
Woodbridge	92	1	0	1	92:1
Total Sussex County	532 (23%)*	14	1	15	**35:1**
TOTAL STATE	2284	37	26	62	**37:1**

* **percent of total State LEP students**

** **no data reported for NCC VoTech**

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Table 8. Numbers of LEP students, ESL/bilingual certified teachers assigned to teach LEP students, and teachers receiving training related to ESL/bilingual education

District	LEP Students	ESL/bilingual certified teachers assigned to teach LEP students	Teachers receiving inservice/pre-service training specific to ESL or bilingual education
New Castle County			
Appoquinimink	26	1	0
Brandywine	157	3	0
Christina	419	12	16
Colonial	192	1	20
NCC VoTech	0	0	0
Red Clay	683	23	30
Total New Castle County	1477 (65%)*	40	66
Kent County			
Caesar Rodney	46	2	2
Capital	83	2	2
Polytech	6	0	0
Lake Forest	26	0	1
Milford	103	2	55
Smyrna	11	1	1
Total Kent County	275 (12%)*	7	61
Sussex County			
Cape Henlopen	37	1	1
Delmar	1	1	0
Indian River	281	9	7
Laurel	37	1	1
Seaford	84	2	7
Sussex Technical	0	0	1
Woodbridge	92	1	1
Total Sussex County	532 (23%)*	15	18
TOTAL STATE	2284	62	145

*** percent of total State LEP students**

**** no data reported for NCC VoTech**

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Conclusions

The following conclusions relate to each of the six questions that structured the report.

1. Was there a change in the reported number of LEP students being served by Delaware school districts and counties from 1998–1999 to 1999–2000?

Districts reported 2,284 LEP students enrolled and being served in 1999–2000, which reflects an increase of 422 students or .3%. **New Castle County** reported 1,477 LEP students or 65% of all reported LEP students. Overall, 4 out of 6 New Castle County districts reported increases in the number of LEP students, and district changes ranged from +312 LEP students in Christina School District to –161 LEP students in Red Clay School District. This pattern reflects the return of LEP students to Christina School District who previously received instruction in the Red Clay School District. **Kent County** reported 275 LEP students or 12% of all reported LEP students. Overall, 2 out of 6 districts reported increases in the number of LEP students and district changes ranged from+42 LEP students in Milford School District to –5 LEP students in Capital School District. **Sussex County** reported 532 LEP students or 23% of all reported LEP students. Overall, 5 out of 7 districts reported increases in the number of LEP students and district changes ranged from +81 LEP students in Indian River School District to –53 LEP students in Seaford School District.

2. What are the characteristics of the LEP students being served in Delaware school districts (i.e., grade levels, languages spoken) and how do they compare to last year?

In 1999–2000, the grade levels with the most LEP students were kindergarten (351), grade 1 (333), grade 2 (235), and grade 3 (203). The grade levels with the fewest LEP students were pre-kindergarten (23), grade 12 (49), and grade 11 (67). With two exceptions, all grade levels reported an increase in the number of LEP students. The grade levels with the largest increases were kindergarten (+128), grade 1 (+98), and grade 2 (+46). Grade 10 and grade 12 reported decreases (–13 and –12, respectively).

Of the languages identified for federal reporting purposes, Spanish was the most frequently reported language spoken by LEP students (1,656), followed by "other" (315), Creole (118), and Korean (88). In addition, for 9 separate native languages, fewer than 40 students were reported. The "other" category included 58 languages (see Appendix A).

3. What type of instruction did LEP students receive? Specifically, did it incorporate students' native language?

In 1999-2000, 14% of the districts responding indicated that instruction incorporated students' native languages. It was reported that seven grade levels (pre-k, grades 7, 8, 9, 10, 11, and 12) did not have any instruction that incorporated students' native languages. The grade levels responding most positively were, grade 1 (39%), grade 5 (19%), and kindergarten (18%). In addition, 86% of the districts responding indicated that instruction did not incorporate students' native languages. Previous years' surveys reported alternate types of instruction that cannot be compared to 99-00 data.

4. Was there a change in the reported number of LEP students being reclassified as non-LEP during the 1999–2000 school year, when compared to the 1998–1999 school year?

Overall, 241 LEP students, or 11%, were reclassified as non-LEP during the 1999–2000 school year, as opposed to 390 LEP students, or 21%, in 1998–1999. Grade 6 (20%) had the largest number of LEP students reclassified, followed by grade 4 (14%). With the exception of pre-kindergarten, which had a 13% increase, districts reported that all grades had decreases in the number of LEP students reclassified as non-LEP. Decreases range from –24% at grade 5, to –1% at grades 6 and 12. A variety of methods (teacher interview/observation/recommendation, informal assessment, parent interview/survey, student grades) were used for data collection, including three types of English proficiency assessments (pre-LAS, LAS, IDEA).

5. Did the school districts have and use ESL and/or bilingual certified teachers to instruct LEP students?

Overall, there were 37 certified ESL teachers in Delaware districts, all assigned to teach LEP students, and there were 26 certified bilingual teachers, 25 of whom were assigned to teach LEP students. **New Castle County**, with 65% of the LEP population, reported having the largest number of certified ESL teachers (15) and certified bilingual teachers (25), all assigned to teach LEP students. Most of these teachers were in Red Clay (23) and Christina (12) School Districts. **Sussex County**, with 23% of the LEP population, reported having the second largest number of certified ESL teachers (14) and certified bilingual teachers (1), all assigned to teach LEP students. Most of these teachers were in Indian River School District (9). **Kent County**, with 12% of the LEP population, reported having the smallest number of certified ESL teachers (8) and no certified bilingual teachers. Seven of the 8 teachers were assigned to teach LEP students. Table 7 on page 13 shows that there is a ratio statewide of 37 LEP students to 1 certified teacher. Colonial School District has the highest ratio of 192 students to 1 teacher. Some districts have more teachers who instruct LEP students but they are not certified in ESL or bilingual education; therefore, they do not show up on the chart.

6. Were teachers provided with inservice or pre-service training specific to ESL or bilingual education?

Overall, 145 teachers received inservice or pre-service training specific to ESL or bilingual education. Numbers range from 55 teachers trained in Milford School District to 0 teachers trained in Appoquinimink, Brandywine, Polytech, and Delmar school districts. **New Castle County** reported having 66 teachers trained, in Red Clay (30), Colonial (20), and Christina (16) School Districts. **Kent County** reported having 61 teachers trained, most of whom were in the Milford School District (55). **Sussex County** reported having 18 teachers trained, most of whom were in the Indian River (7) and Seaford (7) School Districts.

General Implications

The data summarized in this report suggest a number of trends with regard to linguistic diversity in Delaware school districts. First, although there is great variability in the number and percent of LEP students enrolled in each district (from 683 in Red Clay to 0 in Sussex Technical), there is an overall increase in the number of LEP students enrolled during the 1999–2000 school year. These new students appear to be entering at the early years, and although the data collection does not match students with languages spoken, the overwhelming majority of LEP students speak Spanish.

At the same time, although all LEP students enrolled are being served, there is a decrease in the percent of students reclassified. With one exception, all certified ESL and certified bilingual teachers are assigned to teach LEP students, however, the number of certified staff is small (62 total), particularly in districts with large LEP populations. With the exception of Christina, Colonial, Red Clay, and Milford, teacher training specific to ESL or bilingual education was reported to be minimal.

- It is essential that DOE continue to develop and improve the web page for the data collection on LEP students that includes the level of English proficiency and achievement data which can be disaggregated and available to districts for reporting and improvement purposes.

- Districts need to continue to develop and enhance instructional programs that are designed to address the linguistic and cultural needs of LEP students, align with the state standards, and use strategies and approaches that are identified by research as effective and successful for LEP students.

- More certified teachers in ESL or bilingual education are needed in every district.

- More staff development is needed for all teachers and administrators on issues and needs concerning LEP students.

References

Delaware Department of Education. (1999). Survey of State's Limited English Proficient Students and available educational programs and services. (Form OMB No. 1885-0543). Dover, DE: Delaware Department of Education.

Delaware State Board of Education & Department of Education. (1999). A Study of Programs and Demographics for students of Limited English Proficiency in Delaware Schools. (Document No. 95-01/99/09/01). Dover, DE: Delaware Department of Education.

Appendix A

Survey of State's Limited English Proficient Students and Available Educational Programs and Services

Other languages spoken by LEP students, 1999–2000

Afrikaans
Akan
Albanian
Amhjaric
Bassa
Bengali
Bulgarian
Chamorro
Chinese
Danish
Dari
Dutch
Farsi
Finnish
French
German
Gikuyu
Greek
Gujarathi
Hausa
Hebrew
Hindi
Icelandic
Indonesian
Italian
Konkani
Kran
Lithuanian
Loma
Manya
Marathi
Maylay
Navajo
Norwegian
Pashto
Pohnpei
Polish
Punjabi
Romanian
Sanskrit
Serbo-Croatian
Slovak
Sudanese
Swedish
Tamil
Telugu
Thai
Tigrinya
Turkish
Twi
Ubi
Ukranian
Urdu
Uzbeck
Xhosa
Yemen
Yoruba
Zulu

Appendix B

(SY 1999 - 2000) LEA: _____ State: _____

A. **Student Enrollment**

Table A1 (Part 1): How many LEP students are taught in each of the following instruction models?

Grade	LEP Enrollment	Instruction incorporates student's native language (bilingual education program)	Instruction does not incorporate student's native language (ESL program)
Pre-kindergarten			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Other			
Total			

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(SY 1999 - 2000) LEA: _____ State: _____

A2. Languages Spoken by Grade Level

List **ALL** the languages spoken at each grade level and the number of students in that particular grade who speak that language. For ease of use the appendix has the most common languages listed in descending order.

For ungraded school systems, simply list each language spoken and the number of students who speak that language.

Attach additional sheets if necessary.

Table A2 (Part I): List all the languages spoken by LEP students at each grade level. (Refer to Appendix A for abbreviations.)

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot
SPN															
VTM															
CAN															
CAM															
KOR															
LAO															
NAV															
TAG															
RUS															
CRE															
ARA															
PTG															
JPN															
*Other															

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(SY 1999 - 2000) LEA: _____ State:_____

B. **Educational Status of LEP Students**

B1. Include all LEP students. If LEP students are not assessed via state norms/standards, use the assessment instrument that has been recognized by the LEA. Make sure to include the name of the instrument on the following line.

Table B1 (Part I): Enter the number of LEP students in grades K-12 in each of the following categories.

	English Reading Comprehension	**Native Language Reading Comprehension**
Number of LEP Students Assessed		
Number of LEP Students Deferred		
Measures (Instruments) used		
Standardized Cut-off Score Used (State Standard)		
Number of LEP Students Above the State Standard		

B2. LEP students retained (grades 7-12)

Table B2 (Part I). How many LEP (grades 7-12) students were retained (failed to be promoted) following the completion of the school year?

Students	

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(SY 1999 - 2000) LEA: _____ State:_____

B3. Reclassification of LEP Students

Include all LEP students, in each grade, who were reclassified as non-LEP at some point during, or at the end of, the school year for which the data are being collected. Please note the distinction being made between tests and other methods.

Table B3 (Part I)

Grade	Reclassified	Method Used[1]	Test Used[2]
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Totals			

1. In this column include the following: Student Records, Teacher Interview, Parent Information, Home Language Survey, Teacher Observation, Referral, Student Grades, Informal Assessment.
2. In this column include Language Proficiency Test (specify), Achievement Test (specify), Criterion Referenced Test (specify), Other (specify)

(SY 1999 - 2000) LEA: _____ State:_____

C. Teacher Qualifications

C1. Teacher Certification

Include only those teachers who have completed a full credentialing/licensing program; that is, they have met all of the state's requirements for certification/licensing. Emergency credentials and other temporary licensing do not qualify as certification.

Table C1 (Part I): Teachers Certified to teach ESL or Bilingual education.

ESL teachers:		Bilingual teachers:	

C2. Teachers Assignment

Include only those teachers who are certified to teach LEP students (meet the qualifications in question C1) and who have LEP students in their classroom.

Table C2 (Part I):
Bilingual or ESL certified teachers (from C1) assigned to teach LEP students?

Teachers:	

C3. Teacher Training

Include all teachers, certified or not. The training must be specific to the needs resulting from students' English language proficiency.

Table C3 (Part I):
Number of Teachers who received in-service or pre-service training in 1999-2000 specific to ESL or bilingual education.

Teachers:	